

Elementary School Counseling Demonstration Program

**Information and Application Procedures
FY 2000**

Application Deadline: JUNE 9, 2000



**OMB No. 1810-0629 Expiration Date: 04/30/2003
(CFDA # 84.215E)**

Technical Assistance Workshop
See page 3 for details

U.S. Department of Education

**Office of Elementary and Secondary Education
Safe and Drug-Free Schools Program**

A Brief Introduction

The Department is authorized to support nationally significant programs and projects to improve the quality of education, assist all students to meet challenging State content standards and challenging State student performance standards, and contribute to the achievement of the National Education Goals. The Secretary is authorized to carry out such programs and projects directly or through grants to, or contracts with, State and local educational agencies, institutions of higher education, and other public and private agencies, organizations, and institutions.

The focus of the competition described in this application package is the Elementary School Counseling Demonstration Program. This new discretionary grant program will provide funding to local educational agencies to establish or expand elementary school counseling programs, with special consideration given to applicants that can demonstrate the greatest need for counseling services in the schools to be served, propose the most innovative and promising approaches, and show the greatest potential for replication and dissemination.

Eligibility

Eligible applicants under this competition are local educational agencies.

Authority

This competition is authorized under Title X, Section 10102 of the Elementary and Secondary Education Act of 1965, as amended by the Improving America's Schools Act of 1994. (Public Law 103-382). Fiscal Year 2000 funds for this program were appropriated under the Fund for the Improvement of Education (FIE).

Note to Applicants

This is a complete application package for the Elementary School Counseling Demonstration Program. Together with the statute authorizing the program and the Education Department General Administrative Regulations (EDGAR), this package contains all of the information, application forms, and instructions needed to apply for the grant. This application should be prepared following the instructions and criteria.

Applicants should clearly indicate in Item 4 of ED 424 the CFDA number and alpha suffix of the competition (CFDA# 84.215E) for which funds are being requested.

Deadline Extensions

Under very extraordinary circumstances the Department may change the closing date for a competition. When this occurs, the Secretary announces such a change in a notice published in the Federal Register. Waivers for individual applications failing to meet the deadline will not be granted, regardless of the circumstances.

Maximum Awards

Applicants may request up to \$400,000 per year under this program. **Applications submitted for more than \$400,000 per year will be ruled ineligible and will not be read.** An estimated 60 awards will be made. The Department of Education is not bound by any estimates in this application package.

Limit on Administrative Costs

Not more than five percent of the total award in each of the project years may be used for administrative costs.

Length of Projects

Projects will be funded for one initial year, with options for up to two additional years, contingent upon substantial progress and the appropriation of future years' funds. **[Note: Applicants requesting multi-year awards must submit ED Form 524 and detailed budget information for each year in order to be eligible for funding for each year.]**

Technical Assistance Workshop

A technical assistance workshop will be provided on **April 26, 2000**, from **3:00-4:30pm** (ET). This event allows applicants to interact with SDFS staff and ask detailed questions about all aspects of the application process and gain a greater understanding of this grant competition. Applicants may call, fax, or e-mail questions before and during the broadcast. Participation in this event is free. Please register at www.ed.gov/registerevent to receive the broadcast coordinates and ensure that you will be notified of any changes. Call 800-USA-LEARN for more information.

Official Documents Notice

The official documents governing this competition are the Notice of Final Priorities and the Closing Date Notice published in the Federal Register on April 18, 2000. These notices are also available electronically at the following web sites: www.ed.gov/offices/OESE/SDFS and <http://ocfo.ed.gov/fedreg.htm>.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for the information collection is OMB No. 1810-0629. The time required to complete the information collection is estimated to average 28 hours per response, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, DC 20202-4651. **If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** Safe and Drug-Free Schools Program, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, SW, Room 3E300, Washington, DC 20202-6123.

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NOTICE TO APPLICANTS

I. THE GOVERNMENT PERFORMANCE AND RESULT ACT (GPRA)

The Government Performance Results Act of 1993 (GPRA) is a straightforward statute that requires all Federal agencies to manage their activities with attention to the consequences of those activities. Each agency is to clearly state what it intends to accomplish, identify the resources required, and periodically report their progress to the Congress. In so doing, it is expected that the GPRA will contribute to improvements in accountability for the expenditures of public funds, improve Congressional decision making through more objective information on the effectiveness of Federal programs, and promote a new government focus on results, service delivery, and customer satisfaction.

As required by GPRA, the Department of Education has prepared a strategic plan for 1998-2002. This plan reflects the Department's priorities and integrates them with its mission and program authorities and describes how the Department will work to improve education for all children and adults in the U.S. The Department's goals, as listed in the plan, are:

GOAL 1: Help all students reach challenging academic standards so that they are prepared for responsible citizenship, further learning, and productive employment.

GOAL 2: Build a solid foundation for learning for all children.

GOAL 3: Ensure access to postsecondary education and lifelong learning.

GOAL 4: Make the Department of Education a high performance organization by focusing on results, service quality, and customer satisfaction.

The Department will report on the performance of the Elementary School Counseling Demonstration Program under the performance indicators for the Fund for the Improvement of Education (FIE) Program, or may develop a limited number of program-specific indicators for the Elementary School Counseling Demonstration Program.

All grantees will be required to submit information to allow the Department to assess the extent to which the Elementary School Counseling Demonstration program addresses the applicable performance indicators.

II. GENERAL REQUIREMENTS

The following information applies to the programs described in this application package.

Applicable Regulations

The following Education Department General Administrative Regulations (EDGAR) apply to the competition described in this package:

- 34 CFR Part 75 (Direct Grant Programs)
- 34 CFR Part 77 (Definitions that Apply to Department Regulations)
- 34 CFR Part 79 (Intergovernmental Review of Department of Education Programs and Activities)
- 34 CFR Part 80 (Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments)
- 34 CFR Part 81 (General Education Provisions Act—Enforcement)
- 34 CFR Part 82 (New Restrictions on Lobbying)
- 34 CFR Part 85 (Governmentwide Debarment and Suspension (Nonprocurement) and Governmentwide Requirements for Drug-Free Workplace (Grants))
- 34 CFR Part 97 (Protection of Human Subjects)
- 34 CFR Part 98 (Student Rights in Research, Experimental Programs, and Testing)
- 34 CFR Part 99 (Family Educational Rights and Privacy)

Other Selection Factors

In making awards under this grant competition, the Secretary shall ensure an equitable geographic distribution among the regions of the United States and among urban, suburban, and rural areas.

Contingent upon the availability of funds, the Secretary may make additional awards in FY 2001 from the rank-ordered list of unfunded applicants from this competition.

III. PROGRAM SPECIFIC REQUIREMENTS

Definitions

For purposes of this competition—

- (1) ‘school counselor’ means an individual who has documented competence in counseling children and adolescents in a school setting and who—
 - (A) possesses State licensure or certification granted by an independent professional regulatory authority;
 - (B) in the absence of such State licensure or certification, possesses national certification in school counseling or a specialty of counseling granted by an independent professional organization; or
 - (C) holds a minimum of a master’s degree in school counseling from a program accredited by the Council for Accreditation of Counseling and Related Educational Programs or the equivalent;
- (2) the term ‘school psychologist’ means an individual who—
 - (A) possesses a minimum of 60 graduate semester hours in school psychology from an institution of higher education and has completed 1,200 clock hours in a supervised school psychology internship, of which 600 hours shall be in the school setting;
 - (B) possesses State licensure or certification in the State in which the individual works; or
 - (C) in the absence of such State licensure or certification, possesses national certification by the National School Psychology Certification Board;
- (3) the term ‘school social worker’ means an individual who holds a master’s degree in social work and is licensed or certified by the State in which services are provided or holds a school social work specialist credential; and
- (4) the term ‘supervisor’ means an individual who has the equivalent number of years of professional experience in such individual’s respective discipline as is required of teaching experience for the supervisor or administrative credential in the State of such individual.

Eligible Applicants

Only **Local Educational Agencies** (LEAs) are eligible to apply. LEAs are encouraged to consult or form partnerships with institutions of higher education, non-profit organizations or other entities that can assist in the development of a comprehensive elementary school counseling program. LEAs may apply in consortia to compete for these funds; however, one of the participating LEAs must act as both lead applicant and fiscal agent, and each participating LEA must ensure that all requirements of the priority for this competition are met.

Length of Award

Projects will be funded for one initial year, with up to two additional years of continuation grants contingent upon demonstration of substantial progress toward meeting the goals and objectives of the project and the appropriation of future years’ funds.

Evaluation Requirements

Successful applicants are required to evaluate annually the effectiveness and outcomes of the activities funded under this competition. In addition, applicants must agree to provide data to the Secretary on the effectiveness and outcomes of the services and activities assisted by this grant and to cooperate with any national evaluation the Secretary may require.

Required Grantee Meeting

Applicants are required to budget for two persons to attend an annual grantee meeting in Washington, DC. Grant funds may be used to pay all expenses associated with attending the meeting.

IV. APPLICATION INFORMATION AND SELECTION CRITERIA--ELEMENTARY SCHOOL COUNSELING DEMONSTRATION PROGRAM

Background

The Elementary School Counseling Program will provide funds to allow elementary schools to expand their capacity to provide counseling services and to identify model strategies, enhance knowledge of what works, and expand the inventory of effective counseling programs. The emphasis of the program is on counseling services that focus on prevention and early intervention services for elementary school students.

During elementary school, students develop attitudes concerning school, self, peers, social groups, families, critical life skills, and character values. Elementary school counseling services can contribute to the personal growth, educational development, and emotional well being of students. Research suggests that high quality counseling services can have long-term effects on a child's well being and can prevent a student from turning to violence and drug or alcohol abuse. High quality school counseling services also can improve a student's academic achievement. Studies on the effects of school counseling have shown positive effects on students' grades, classroom disruptions, and teachers' ability to manage classroom behavior effectively. High quality school counseling services can also help in addressing students' mental health needs.

The Elementary School Counseling Demonstration Program will provide resources to enable schools to develop promising and innovative approaches for initiating or expanding elementary school counseling. This program will support the hiring and training of qualified school counselors, school psychologists, and school social workers, for elementary schools; provide greater student access to beneficial counseling services; and help identify effective strategies for providing counseling services to elementary school students that show potential for replication and dissemination.

Absolute Priority

Under 34 CFR 75.105(c)(3) and Title X, Section 10102 of the Elementary and Secondary Education Act, the Secretary gives an absolute preference to applications that meet the following priority. The Secretary funds under this competition only applications that meet this absolute priority.

Under the absolute funding priority for this grant competition, LEA projects must establish or expand elementary school counseling programs at schools with at least one grade below fifth and no grade higher than eighth.

IN ORDER TO RECEIVE FUNDING, PROJECTS MUST MEET THE ABOVE ABSOLUTE PRIORITY, IN ADDITION TO THE FOLLOWING 12 STATUTORY REQUIREMENTS.

Statutory Requirements

The statute requires each program assisted under this competition to—

- (1) be comprehensive in addressing the personal, social, emotional, and educational needs of all students;

- (2) use a developmental, preventive approach to counseling;
- (3) increase the range, availability, quantity, and quality of counseling services in elementary schools of the local educational agency;
- (4) expand counseling services only through qualified school counselors, school psychologists, and school social workers;
- (5) use innovative approaches to increase children's understanding of peer and family relationships, work and self, decisionmaking, academic and career planning, or to improve social functioning;
- (6) provide counseling services that are well-balanced among classroom group and small group counseling, individual counseling, and consultation with parents, teachers, administrators, and other pupil services personnel;
- (7) include inservice training for school counselors, school social workers, school psychologists, other pupil services personnel, teachers, and instructional staff;
- (8) involve parents of participating students in the design, implementation, and evaluation of a counseling program;
- (9) involve collaborative efforts with institutions of higher education, businesses, labor organizations, community groups, social service agencies, or other public or private entities to enhance the program and promote school-linked services integration; and
- (10) evaluate annually the effectiveness and outcomes of the counseling services and activities assisted under this section.

The Statute also requires each applicant to—

- (1) assure that the funds made available under this grant for any fiscal year will be used to supplement and, to the extent practicable, increase the level of funds that would otherwise be available from non-Federal sources for the program described in the application, and shall in no case supplant such funds from non-Federal sources; and
- (2) assure that the applicant will appoint an advisory board composed of parents, school counselors, school psychologists, school social workers, other pupil services personnel, teachers, school administrators, and community leaders to advise the local educational agency on the design and implementation of the counseling program.

Selection Criteria

The following selection criteria will be used to evaluate applications for new grants under this competition. The maximum score for all of these criteria is 100 points.

(1) Need for the project (20 points)

Applicants must propose projects that demonstrate the greatest need for new or additional counseling services among children in the elementary schools served by the project.

The following factors are considered in determining applicants with the greatest need:

- (A) The magnitude or severity of the problem to be addressed by the proposed project.
- (B) The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project.
- (C) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

- (D) The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project.

In describing the proposed project, applicants must:

- (1) describe the elementary school population to be targeted by the program, the particular personal, social, emotional, educational, and career development needs of such population, and the current school counseling resources available for meeting such needs; and
- (2) describe how any diverse cultural populations, if applicable, would be served through the program.

(2) Quality of the project design (20 points)

Applicants must propose projects that demonstrate the most promising and innovative approaches for developing or expanding counseling services in the target elementary schools.

The following factors are considered in determining the quality of the project design:

- (A) The extent to which the design of the proposed project is appropriate to, and will successfully address, the counseling needs of the target population.
- (B) The quality of the proposed demonstration design and procedures for documenting project activities and results.
- (C) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.
- (D) The extent to which the proposed project will establish linkages with other appropriate agencies or organizations providing services to the target population.

In describing the project design, applicants must:

- (1) describe the activities, services, and training to be provided by the program and the specific approaches to be used to meet the needs of the target population.

(3) Significance of the project (20 points)

Applicants must propose projects that demonstrate the greatest potential for replication and dissemination.

The following factors are considered in determining the significance of the project:

- (A) The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.
- (B) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.
- (C) The potential replicability of the proposed project or strategies, including, as appropriate, the potential for implementation in a variety of settings.
- (D) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities, including information about effectiveness of the approach or strategies employed by the project.

(4) Quality of the project evaluation (20 points)

Applicants must provide a detailed description of their plan to annually evaluate the outcomes and effectiveness of the proposed counseling services and strategies.

The following factors are considered in determining the quality of the project evaluation:

- (A) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

- (B) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.
- (C) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.
- (D) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.

In describing the proposed project evaluation, applicants must:

- (1) describe the methods to be used to evaluate the outcomes and effectiveness of the project; and
- (2) agree to cooperate with any national evaluation of this grant competition that the Secretary may require.

(5) Quality of management plan (10 points)

Applicants must provide a detailed description of their plan to manage the activities outlined in their proposal.

The following factors are considered in determining the quality of the management plan:

- (A) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.
- (B) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.
- (C) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.

In describing the management plan, applicants must:

- (1) describe the collaborative efforts to be undertaken with institutions of higher education, businesses, labor organizations, community groups, social service agencies, and other public or private entities to enhance the program and promote school-linked services integration;
- (2) describe collaborative efforts with institutions of higher education which specifically seek to enhance or improve graduate programs specializing in the preparation of elementary school counselors, school psychologists, and school social workers; and
- (3) document that the applicant has the personnel qualified to develop, implement, and administer the program.

(6) Adequacy of resources (10 points)

Applicants must describe the resources committed to the proposed project.

The following factors are considered in determining the adequacy of resources for the proposed project:

- (A) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.
- (B) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.
- (C) The potential for the incorporation of the project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding.

V. APPLICATION CONTENTS

A completed application for assistance under this competition consists of two parts: (1) all forms and assurances that must be submitted in order to receive a grant and (2) a detailed narrative description of the proposed project and the budget to support it. Applicants should carefully review the Selection Criteria on pages 11 through 13 for information on items that must be covered in the narrative description. Each eligible application received by the deadline date will be reviewed by a panel of nonfederal readers with experience in school-based prevention programs, providing counseling services, programs for at-risk youth, counseling or other social services for elementary school students.

The panel will award up to a total of one hundred points for the six selection criteria based on the quality and completeness of the narrative description. In describing the proposed project, applicants should take care to provide a comprehensive response to all of the items under the selection criteria that are preceded by a number and by a letter. Applications that fail to do so will be read, but experience suggests they may not score well enough to be funded.

Organizing the Application

We recommend that applicants organize the information in their application in the following order. All pages should be numbered consecutively to make review and evaluation easier.

1. **Application for Federal Assistance**: (Title Page – ED Form 424, Rev 1-12-99). In Item 4 of ED 424, clearly identify the Catalog of Federal Domestic Assistance (CFDA) Number and the Title of the competition under which funds are being requested. Please include the following: CFDA # 84.215E.
2. **Table of Contents**: An itemized listing of each section of the application package, including page numbers.
3. **Budget Information**: (ED Form 524). Provide amounts for major budget categories. Note that a budget must be submitted for each year in which funds are requested. Failure to supply a budget for each year of the project will result in no funding for those years.
4. **Budget Justification**: This is a detailed description of all expenditures necessary to carry out the proposed project. Expenditures should be broken down accordingly to the categories on the budget summary form (ED 524). Provide and explanation of how the indirect costs rate was calculated. Be sure to include a budget and narrative description for each year of funding requested.
5. **Program Abstract**: Clearly mark this page with the applicant/organizational name as shown in Item 1 of ED 424 and the title of the project as shown in Item 13 of the same form. The summary, not to exceed one page, should accurately and concisely reflect the proposal and include a description of the objectives of the project, approaches to be used, and the outcomes expected.
6. **Program Narrative Statement**: Applicants should organize the Program Narrative according to the Selection Criteria specified in Section IV. The narrative should address all the criteria and all of the factors under each criterion. The narrative should also address all the statutory requirements (1 through 10) listed in Section IV. The pages of the narrative section must be numbered and should be limited to **25 typed** pages, double-spaced, printed only on one side, with at least ½ inch margins.

It is in the best interest of applicants to ensure that the narrative statement is easy to read, logically developed in accordance with selection criteria, and fully addresses each rating factor.

7. General Education Provisions Act (GEPA) Section 427: Section 427 of GEPA affects applicants for new discretionary grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION, SUMMARIZED BELOW, IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This section allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation that you may address: *gender, race, national origin, color, disability, or age*. Based on local circumstances, you can determine whether these or other barriers may prevent your students, teachers, or others, from equitable access or participation. Your description need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

NOTE: A general statement of an applicant's nondiscriminatory hiring policy is not sufficient to meet this requirement. Applicants must identify potential barriers and explain steps they will take to overcome these barriers.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

Examples

The following examples help illustrate how an applicant may comply with section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it tends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Paperwork Burden Statement for GEPA 427

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for the GEPA 427 is OMB No. 1801-0004. The time required to complete GEPA 427 is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Safe and Drug-Free Schools Program, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, SW, Room 3E300, Washington, DC 20202-6123.

8. **Assurances/Certifications:** Standard Form 424B, Assurances -- Non-Construction Programs, ED 80-0013 -- Certification Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements, ED 80-0014 -- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transactions, and the Program Specific Assurances need to be signed and returned with the application. By signing the Standard Form 424B, the applicant agrees to abide by requirements regarding drug-free workplace, debarment and environmental tobacco smoke.

VI. APPLICATION SUBMISSION PROCEDURES

Number of Copies

To be considered for a grant, each applicant must submit a signed original and two additional copies of the grant application, including all attachments, to the application receipt point specified below. The original copy of the application must have an original signature, signed in **black** ink. Each copy must be stapled in the upper left corner or bound at the left margin. All copies of the application must be submitted in a single package. **Do not submit video or audio tapes as part of the application.**

In addition to the three required copies, applicants are requested, but not required, to submit a fourth complete copy of the application.

Closing Date

Applications must be **received** by the Department's Application Control Center not later than 4:30 p.m. Eastern Time on **JUNE 9, 2000.**

Mailing Address

Safe and Drug-Free Schools Program
ATTN: CFDA # 84.215E
U.S. Department of Education
Application Control Center
Room 3633, ROB 3
Washington, DC 20202-4725

Hand Delivery

Applications to be hand delivered should use the following address:

U.S. Department of Education
Application Control Center
Attention: CFDA # 84.215E
Room 3633
Regional Office Building #3
7th and D Streets, SW
Washington, D.C.

NOTES

All applications must be received by 4:30 PM (Eastern Time) on JUNE 9, 2000. Applications received after 4:30 PM on JUNE 9, 2000, will not be read.

- (1) The Application Control Center will mail a Grant Application Receipt Acknowledgement to each applicant. If an applicant fails to receive the notification of application receipt within 15 days from the date of mailing the application, the applicant should call the U.S. Department of Education Application Control Center at (202) 708-9493.

FOR FURTHER INFORMATION CONTACT: Loretta Riggans, Safe and Drug-Free Schools Program, U.S. Department of Education, 400 Maryland Avenue, SW, Room 3E220, FOB #6, Washington, D.C. 20202-6123, (202) 260-2661 or by email at loretta_riggans@ed.gov. Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-800-877-8339 between 8 a.m. and 8 p.m., Eastern Time, Monday through Friday.

Information about the Department's funding opportunities, including copies of application notices for discretionary grant competitions, can be viewed on the Department's electronic bulletin board (ED Board), telephone (202) 260-9950; or on the Internet Gopher Server at (under Announcements, Bulletins and Press Releases); or on World Wide Web at (<http://www.ed.gov/money.html>).

However, the official application notice for a discretionary grant competition is the notice published in the FEDERAL REGISTER.

VII. INTERGOVERNMENTAL REVIEW

This grant competition is subject to the requirements of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR Part 79.

Objective

The objective of the Executive Order is to foster an intergovernmental partnership and to strengthen federalism by relying on State and local processes for State and local government coordination and review of proposed Federal financial assistance.

Contacts

Applicants must contact the appropriate State Single Point of Contact (SSPOC) to find out about, and to comply with, the State's process under Executive Order 12372. Applicants proposing to perform activities in more than one State should immediately contact the Single Point of Contact for each of those States and follow the procedure established in each State under the Executive Order. **The name and address of each State Single Point of Contact is published in this application notice.**

In States that have not established a process or chosen a program for review, State, areawide, regional, and local entities may submit comments directly to the Department. A copy of the applicant's letter to the State Single Point of Contact must be included with the application.

Deadline

Any State process recommendation and other comments submitted by a State Single Point of Contact and any comments from State, areawide, regional, and local entities must be received by **June 16, 2000** at the following address: The Secretary, E.O.12372--CFDA 84.215E, U.S. Department of Education, Room 6213, 400 Maryland Avenue, SW, Washington, D.C. 20202-0125.

Recommendations or comments may be hand delivered until 4:30 p.m. (Eastern Time) **June 16, 2000. PLEASE NOTE THAT THE ABOVE ADDRESS IS NOT THE SAME ADDRESS AS THE ONE TO WHICH THE APPLICANT SUBMITS ITS COMPLETED APPLICATION. DO NOT SEND APPLICATIONS TO THIS ADDRESS.**

VIII. APPENDICES AND FORMS

This section should contain any supplementary information that applicants may choose to submit in support of applicant's capacity and preparation to undertake the proposed project.

These documents may include resumes; letters of agreement with cooperating entities, if appropriate; evaluation results; or other materials. Do not include budget or program narrative information in this section.

Forms

All forms required to submit the application package are available electronically at the following web site:

<http://www.ed.gov/GrantApps/>

Program Specific Assurances

The Statute also requires each applicant to—

- (1) assure that the funds made available under this grant for any fiscal year will be used to supplement and, to the extent practicable, increase the level of funds that would otherwise be available from non-Federal sources for the program described in the application, and shall in no case supplant such funds from non-Federal sources; and
- (2) assure that the applicant will appoint an advisory board composed of parents, school counselors, school psychologists, school social workers, other pupil services personnel, teachers, school administrators, and community leaders to advise the local educational agency on the design and implementation of the counseling program.

Applicants must certify agreement of these two requirements by signing the form published in this application notice.

IX. APPLICATION CHECKLIST

Use This Checklist in Preparing the Application Package:

_____An original and two copies of the application are enclosed. Each page of the application is numbered consecutively. One extra copy is provided voluntarily.

_____All forms in the original application that require a signature are signed in **black** ink.

_____The application face sheet (ED 424)

_____DUNS Number supplied on ED 424. (See inside back cover for instructions on obtaining a DUNS #.)

_____Tax Identification Number supplied on ED 424. (See inside back cover for instructions on including the Tax ID #.)

_____A one-page project abstract

_____A narrative description of the project (up to 25 pages)

_____A budget summary page and supporting budget narrative. (Separate budgets and supporting narrative must be submitted for each year funding is requested.)

_____All applications must include the required forms, assurances and certifications. Required forms listed below:

- (1) ED 424 – Application for Federal Assistance and Instructions
- (2) ED 524 – Budget Information, Non-Construction Programs and Instructions
- (3) SF 424B – Assurances, Non-Construction Programs
- (4) ED80-0013 – Certifications Regarding Lobbying; Debarment, Suspension & Other Responsibility Matters; and Drug-Free Workplace Requirements
- (5) ED80-0014 – Certification Regarding Debarment, Suspension, Ineligibility & Voluntary Exclusion – Lower Tier Covered Transactions
- (6) SF LLL – Disclosure of Lobbying Activities and Instructions
- (7) Program Specific Assurances

_____GEPA Section 427 Requirement

_____A copy of the letter to the State Single Point of Contact

ADDRESS AND DEADLINE DATE:

Safe and Drug-Free Schools Program
ATTN: CFDA # 84.215E
U.S. Department of Education
Application Control Center
Room 3633, ROB 3
Washington, DC 20202-4725

**Reminder: Applications must be received no later than 4:30 PM Eastern Time on
JUNE 9, 2000.**

X. OTHER INFORMATION

AUTHORIZING LEGISLATION

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

as amended by

THE IMPROVING AMERICA'S SCHOOLS ACT OF 1994

TITLE X – PROGRAMS OF NATIONAL SIGNIFICANCE

PART A – FUND FOR THE IMPROVEMENT OF EDUCATION

SEC. 10102. ELEMENTARY SCHOOL COUNSELING DEMONSTRATION.

“(a) Counseling Demonstration.--

“(1) In General.--The Secretary may award grants under this section to establish or expand elementary school counseling programs.

“(2) Priority.--In awarding grants under this section, the Secretary shall give special consideration to applications describing programs that--

“(A) demonstrate the greatest need for new or additional counseling services among the children in the elementary schools served by the applicant;

“(B) propose the most promising and innovative approaches for initiating or expanding elementary school counseling; and

“(C) show the greatest potential for replication and dissemination.

“(3) Equitable distribution.--In awarding grants under this section, the Secretary shall ensure an equitable geographic distribution among the regions of the United States and among urban, suburban, and rural areas.

“(4) Duration.--A grant under this section shall be awarded for a period not to exceed three years.

“(5) Maximum grant.--A grant under this section shall not exceed \$400,000 for any fiscal year.

“(b) Applications.--

“(1) In general.--Each local educational agency desiring a grant under this section shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may reasonably require.

“(2) Contents.--Each application for a grant under this section shall--

“(A) describe the elementary school population to be targeted by the program, the particular personal, social, emotional, educational, and career development needs of such population, and the current school counseling resources available for meeting such needs;

“(B) describe the activities, services, and training to be provided by the program and the specific approaches to be used to meet the needs described in subparagraph (A);

“(C) describe the methods to be used to evaluate the outcomes and effectiveness of the program;

“(D) describe the collaborative efforts to be undertaken with institutions of higher education, businesses, labor organizations, community groups, social service agencies, and other public or private entities to enhance the program and promote school-linked services integration;

“(E) describe collaborative efforts with institutions of higher education which specifically seek to enhance or improve graduate programs specializing in the preparation of elementary school counselors, school psychologists, and school social workers;

“(F) document that the applicant has the personnel qualified to develop, implement, and administer the program;

“(G) describe how any diverse cultural populations, if applicable, would be served through the program;

“(H) assure that the funds made available under this part for any fiscal year will be used to supplement and, to the extent practicable, increase the level of funds that would otherwise be available from non-Federal sources for the program described in the application, and in no case supplant such funds from non-Federal sources; and

“(I) assure that the applicant will appoint an advisory board composed of parents, school counselors, school psychologists, school social workers, other pupil services personnel, teachers, school administrators, and community leaders to advise the local educational agency on the design and implementation of the program.

“(c) Use of Funds.--

“(1) In general.--Grant funds under this section shall be used to initiate or expand elementary school counseling programs that comply with the requirements in paragraph (2).

“(2) Program requirements.--Each program assisted under this section shall--

“(A) be comprehensive in addressing the personal, social, emotional, and educational needs of all students;

“(B) use a developmental, preventive approach to counseling;

“(C) increase the range, availability, quantity, and quality of counseling services in the elementary schools of the local educational agency;

“(D) expand counseling services only through qualified school counselors, school psychologists, and school social workers;

“(E) use innovative approaches to increase children's understanding of peer and family relationships, work and self, decisionmaking, academic and career planning, or to improve social functioning;

“(F) provide counseling services that are well-balanced among classroom group and small group counseling, individual counseling, and consultation with parents, teachers, administrators, and other pupil services personnel;

“(G) include inservice training for school counselors, school social workers, school psychologists, other pupil services personnel, teachers, and instructional staff;

“(H) involve parents of participating students in the design, implementation, and evaluation of a counseling program;

“(I) involve collaborative efforts with institutions of higher education, businesses, labor organizations, community groups, social service agencies, or other public or private entities to enhance the program and promote school-linked services integration; and

“(J) evaluate annually the effectiveness and outcomes of the counseling services and activities assisted under this section.

“(3) Report.--The Secretary shall issue a report evaluating the programs assisted pursuant to each grant under this subsection at the end of each grant period in accordance with section 14701, but in no case later than January 30, 1998.

“(4) Dissemination.--The Secretary shall make the programs assisted under this section available for dissemination, either through the National Diffusion Network or other appropriate means.

“(5) Limit on administration.--Not more than five percent of the amounts made available under this section in any fiscal year shall be used for administrative costs to carry out this section.

“(d) **Definitions.**--For purposes of this section--

“(1) the term ‘school counselor’ means an individual who has documented competence in counseling children and adolescents in a school setting and who--

“(A) possesses State licensure or certification granted by an independent professional regulatory authority;

“(B) in the absence of such State licensure or certification, possesses national certification in school counseling or a specialty of counseling granted by an independent professional organization; or

“(C) holds a minimum of a master's degree in school counseling from a program accredited by the Council for Accreditation of Counseling and Related Educational Programs or the equivalent;

“(2) the term ‘school psychologist’ means an individual who--

“(A) possesses a minimum of 60 graduate semester hours in school psychology from an institution of higher education and has completed 1,200 clock hours in a supervised school psychology internship, of which 600 hours shall be in the school setting;

“(B) possesses State licensure or certification in the State in which the individual works; or

“(C) in the absence of such State licensure or certification, possesses national certification by the National School Psychology Certification Board;

“(3) the term ‘school social worker’ means an individual who holds a master's degree in social work and is licensed or certified by the State in which services are provided or holds a school social work specialist credential; and

“(4) the term ‘supervisor’ means an individual who has the equivalent number of years of professional experience in such individual's respective discipline as is required of teaching experience for the supervisor or administrative credential in the State of such individual.

STATE SINGLE POINT OF CONTACT

In accordance with Executive Order #12372, this listing represents the designated State Single Points of Contact. Because participation is voluntary, some States and Territories no longer participate in the process. These include: Alabama, Alaska, American Samoa, Colorado, Connecticut, Hawaii, Idaho, Kansas, Louisiana, Massachusetts, Minnesota, Montana, Nebraska, New Jersey, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Vermont, Virginia, and Washington.

The jurisdictions not listed no longer participate in the process. However, an applicant is still eligible to apply for a grant or grants even if its respective State, Territory, Commonwealth, etc. does not have a State Single Point of Contact.

ARIZONA

Joni Saad
Arizona State Clearinghouse
3800 North Central Avenue, 14th Fl.
Phoenix, AZ 85012
(602) 280-1315
(602) 280-8144 fax
jonis@ep.state.az.us

ARKANSAS

Tracy L. Copeland
Manager, State Clearinghouse
Off. Of Intergovernmental Services
Dept. of Finance and Administration
1515 West 7th Street, Room 412
Little Rock, AR 72203
(501) 682-1074
(501) 682-5206 fax
tlcopeland@dfa.state.ar.us

CALIFORNIA

Grants Coordination
State Clearinghouse
Office of Planning and Research
P.O. Box 3044, Room 222
Sacramento, CA 95812-3044
(916) 445-0613
(916) 323-3018 fax
state.clearinghouse@opr.ca.gov

DELAWARE

Charles H. Hopkins
Executive Department
Office of the Budget
540 South Dupont Highway, 3rd Fl.
Dover, DE 19901
(302) 739-3323
(302) 739-5661 fax
chopkins@state.de.us

DISTRICT OF COLUMBIA

Ron Seldon
Office of Grants Management
and Development
717 14th Street, NW, Suite 1200
Washington, DC 20005
(202) 727-1705
(202) 727-1617 fax
ogmd-ogmd@dcgov.org

FLORIDA

Cherie L. Trainor
Florida State Clearinghouse
Department of Community Affairs
2555 Shumard Oak Boulevard
Tallahassee, FL 32399-2100
(850) 922-5438
(850) 414-5495 direct
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cherie.trainor@dca.state.fl.us

GEORGIA

Georgia State Clearinghouse
270 Washington Street, SW
Atlanta, GA 30334
(404) 656-3855
(404) 656-7901 fax
gach@mail.opb.state.ga.us

ILLINOIS

Virginia Bova
Department of Commerce
and Community Affairs
James R. Thompson Center
100 West Randolph, Suite 3-400
Chicago, IL 60601
(312) 814-6028
(312) 814-8485 fax
vbova@commerce.state.il.us

INDIANA

Frances Williams
State Budget Agency
212 State House
Indianapolis, IN 46204-2796
(317) 232-2972
(317) 233-3323 fax
fwilliams@sba.state.in.us

IOWA

Steven R. McCann
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and Rural Development
Iowa Department of
Economic Development
200 East Grand Avenue
Des Moines, IA 50309
(515) 242-4719
(515) 242-4809 fax
steve.mccann@ided.state.ia.us

KENTUCKY

Ron Cook
Department for Local Government
Kentucky State Clearinghouse
1024 Capital Center Drive, Suite 340
Frankfort, KY 40601
(502) 573-2382
(502) 573-0175 fax
ron.cook@mail.state.ky.us

MAINE

Joyce Benson
State Planning Office
184 State Street
38 State House Station
Augusta, ME 04333
(207) 287-3261
(207) 287-1461 direct
(207) 287-6489 fax
joyce.benson@state.me.us

MARYLAND

Linda Janey
 Manager, Clearinghouse and
 Plan Review Unit
 Maryland Office of Planning
 301 West Preston Street, Room 1104
 Baltimore, MD 21201-2305
 (410) 767-4490
 (410) 767-4480 fax
linda@mail.op.state.md.us

MICHIGAN

Richard Pfaff
 Southeast Michigan Council
 of Governments
 660 Plaza Drive, Suite 1900
 Detroit, MI 48226
 (313) 961-4266
 (313) 961-4869 fax
pfaff@semcog.org

MISSISSIPPI

Cathy Mallette
 Clearinghouse Officer
 Department of Finance
 and Administration
 550 High Street
 303 Walters Sillers Building
 Jackson, MS 39201-3087
 (601) 359-6762
 (601) 359-6758 fax

MISSOURI

Lois Pohl
 Federal Assistance Clearinghouse
 Office of Administration
 P.O. Box 809
 Jefferson Building, Room 915
 Jefferson City, MO 65102
 (573) 751-4834
 (573) 522-4395 fax
pohl@mail.oa.state.mo.us

NEVADA

Heather Elliott
 Department of Administration
 State Clearinghouse
 209 East Musser Street, Room 200
 Carson City, NV 89701
 (775) 684-0209
 (775) 684-0260 fax
helliott@govmail.state.nv.us

NEW HAMPSHIRE

Jeffrey H. Taylor
 Director, New Hampshire Office
 of State Planning
 Attn: Intergovernmental
 Review Process
 Mike Blake
 2½ Beacon Street
 Concord, NH 03301
 (603) 271-2155
 (603) 271-1728 fax
jtaylor@osp.state.nh.us

NEW MEXICO

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 Local Government Division
 Room 201, Bataan Memorial Bldg.
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NORTH CAROLINA

Jeanette Furney
 Department of Administration
 1302 Mail Service Center
 Raleigh, NC 27699-1302
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NORTH DAKOTA

Jim Boyd
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 600 East Boulevard Ave., Dept. 105
 Bismarck, ND 58505-0170
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RHODE ISLAND

Kevin Nelson
 Department of Administration
 Statewide Planning Program
 One Capitol Hill
 Providence, RI 02908-5870
 (401) 222-2093
 (401) 222-2083 fax
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SOUTH CAROLINA

Omeagia Burgess
 Budget and Control Board
 Office of State Budget
 1122 Ladies Street, 12th Floor
 Columbia, SC 29201
 (803) 734-0494
 (803) 734-0645 fax
aburgess@budget.state.sc.us

TEXAS

Tom Adams
 Governors Office
 Director
 Intergovernmental Coordination
 P.O. Box 12428
 Austin, TX 78711
 (512) 463-1771
 (512) 936-2681 fax
tadams@governor.state.tx.us

UTAH

Carolyn Wright
 Utah State Clearinghouse
 Governor's Office of
 Planning and Budget
 State Capitol, Room 114
 Salt Lake City, UT 84114
 (801) 538-1535
 (801) 538-1547 fax
cwright@gov.state.ut.us

WEST VIRGINIA

Fred Cutlip
 Director
 Community Development Division
 West Virginia Development Office
 Building #6, Room 553
 Charleston, WV 25305
 (304) 558-4010
 (304) 558-3248 fax
fcutlip@wvdo.org

WISCONSIN

Jeff Smith
 Section Chief
 Federal/State Relations
 Wisconsin Dept. of Administration
 101 East Wilson Street, 6th Floor
 P.O. Box 7868
 Madison, WI 53707
 (608) 266-0267
 (608) 267-6931 fax
jeffrey.smith@doa.state.wi.us

WYOMING

Sandy Ross
Department of Administration
and Information
2001 Capitol Avenue, Room 214
Cheyenne, WY 82002
(307) 777-5492
(307) 777-3696 fax
sross1@missc.state.wy.us

TERRITORIES**GUAM**

Director
Bureau of Budget and
Management Research
Office of the Governor
P.O. Box 2950
Agana, Guam 96910
011-671-472-2285
011-671-472-2825 fax
jer@ns.gov.gu

PUERTO RICO

Norma Burgos/Jose E. Caro
Puerto Rico Planning Board
Federal Proposals Review Office
Minillas Government Center
P.O. Box 41119
San Juan, PR 00940-1119
(809) 727-4444
(809) 723-6190
(809) 724-3270 fax

NORTH MARIANA ISLANDS

Jacoba T. Seman
Federal Programs Coordinator
Office of Management and Budget
Office of the Governor
Saipan, MP 96950
(670) 664-2289
(670) 664-2272 fax
omb.jseman@saipan.com

VIRGIN ISLANDS

Ira Mills
Director
Office of Management and Budget
#41 Norregade Emancipation
Garden, 2nd Floor
St. Thomas, VI 00802
Irmills@usvi.org

Note: This list is based on the most current information provided by the States. Information on any changes or apparent errors should be provided to Sherron Duncan at (202) 395-3120 at the Office of Management and Budget and to the State in question. Changes to the list will only be made upon formal notification by the State. The list is also published biannually in the Catalog of Federal Domestic Assistance.

REQUIRED FORMS
FOR THE
ELEMENTARY SCHOOL COUNSELING DEMONSTRATION PROGRAM

Program Specific Assurances

As the duly authorized representative of the applicant, I certify that the applicant shall:

1. assure that the funds made available under this grant for any fiscal year will be used to supplement and, to the extent practicable, increase the level of funds that would otherwise be available from non-Federal sources for the program described in the application, and shall in no case supplant such funds from non-Federal sources; and
2. assure that the applicant will appoint an advisory board composed of parents, school counselors, school psychologists, school social workers, other pupil services personnel, teachers, school administrators, and community leaders to advise the local educational agency on the design and implementation of the counseling program.

Signature of Authorized Certifying Official

Title

Applicant Organization

Date Submitted

GRANT APPLICATION RECEIPT ACKNOWLEDGMENT

If you fail to receive the notification of application receipt within fifteen (15) days from the closing date, call:

U.S. Department of Education
Application Control Center
(202) 708-9493

GRANT AND CONTRACT FUNDING INFORMATION

The Department of Education provides information about grant and contract opportunities electronically in several ways:

ED Internet Home Page: <http://www.ed.gov/> (WWW address)
<gopher://gopher.ed.gov/> (Gopher address)

OCFO Web Internet Page <http://ocfo.ed.gov/> (WWW address)

DUNS NUMBER INSTRUCTIONS

Please provide the applicant's D-U-N-S Number. If you do not currently have a D-U-N-S Number you can obtain one at no charge by calling 1-800-333-0505 or by completing a D-U-N-S Number Request Form. The form can be obtained via the Internet at the following URL:

<http://www.dnb.com/dunsno/whereduns.htm>

The D-U-N-S Number is a unique nine-digit number that does not convey any information about the recipient. A built-in check digit helps assure the accuracy of the D-U-N-S Number. The ninth digit of each number is the check digit, which is mathematically related to the other digits. It lets computer systems determine a D-U-N-S Number has been entered correctly.

Dun & Bradstreet, a global information services provider, has assigned D-U-N-S Numbers to over 43 million companies worldwide.

TAX IDENTIFICATION NUMBER INSTRUCTIONS

Enter the tax identification number as assigned by the Internal Revenue Service.